

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: Mt. Savage Middle

PRINCIPAL: Martin Crump

SCHOOL PROGRESS INDEX: 0.9417

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
X	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? Yes No

Have you ever been a Blue Ribbon School? Yes No

Are you a High Poverty School? Yes No

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		30	30
Itinerant staff	2		2
Paraprofessionals		2	2
Support Staff	1	3	4
Other	3	14	17
Total Staff	6	51	57

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Highly qualified to teach in assigned area(s) • Not highly qualified to teach in assigned area(s) 	100	100	100	100
Number of years principal has been in the building	3	2	1	13
Teacher Average Daily Attendance		94.8	95.4	93.6

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B. Student Demographics

Table 3

SUBGROUP DATA

	2013 – 2014	2014 – 2015	2015-2016
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
African American	12	15	12
White	387	375	379
Asian	≤10	≤10	12
Two or More Races	≤10	≤10	≤10
Special Education	38	56	50
LEP	≤10	≤10	≤10
Males	218	214	216
Females	183	174	182
Total Enrollment	401	388	398

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** 48.6%

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
04 Speech/Language Impaired	≤10
06 Emotional Disturbance	
07 Orthopedic Impairment	
08 Other Health Impaired	14
09 Specific Learning Disability	26
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	

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III CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture.

The data for discipline in the middle school for the school years 2013-2014 to 2014-2015 showed a decrease in the overall number of referrals from 208 in 2013-2014 to 195 in 2014-2015. From 2013-2014 to 2014-2015, there was a decrease in the number of suspensions from 39 (26 OSS, 13 ISS) to 18 (18 OSS, 0 ISS--In-School Intervention-ISI was implemented with 66 ISI’s in 2014-2015). A drop occurred in the number of referrals for “Failure to Obey School Rules” (from 58 in 2013-2014 to 40 in 2014-15.) A slight decrease occurred in the number of bus referrals (56 in 2013-14 to 55 in 2014-2015). The following changes were continued in 2014-2015 to help assist our school’s discipline:

- Administration continued with a proactive discipline strategy. Professional development was given to teachers defining office-managed behaviors vs. classroom-managed behaviors and strategies were reviewed for three-tiers of intervention for behaviors.
- Office referrals continued to include a section entitled “Action Before Referral.” Teachers were encouraged to do at least two of the following prior to referring to the office for minor behaviors: conference with student, phone call home, parent conference, teacher detention, guidance conference, or letter to parent.

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The 2015 TELL Survey revealed that rules are consistently enforced for student conduct. School leadership supports teachers’ efforts to maintain discipline in the classroom as well as in the entire building. Students at Mount Savage Middle understand expectations for their conduct. Everyone, within the confines of the facility, works in a safe, clean, and well-maintained environment.

The attendance rate for Mount Savage Middle School teachers was 94.8% and the student rate was 95.2% The school enjoys a safe and comfortable environment where students are able to grow socially and academically as evidenced by our excellent attendance rates of both students and staff. Also, in the 2015 TELL Survey, 95% agreed with the statement that Mount Savage Middle is a good place to work and learn. Of that 95%, 63% were in strong agreement.

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Mount Savage will utilize direct instruction, cooperative learning, and school-based technology . This can be represented through the use of SmartBoards, Discovery Education, field trips, and audio-visual aids(recorded books, videos, and powerpoints). Hard copies of documents using various fonts, size, background color, and Lexile Measures will also provide more opportunities for all students as they acquire information and knowledge.
Means for Expressions: providing the learner	Expression/Action- Product

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<p><i>alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Mount Savage will offer choices in the classroom in order to demonstrate knowledge for assessment. Students will be provided options such as: experiments, manipulatives, speeches, audio presentations, posters, poems, and surveys. Infusion of technology in the classrooms help to motivate all learners. Smartboards, laptops and desktops, tablets, and interactive game boards will help to engage students in order for them to demonstrate their skills and knowledge.</p>
<p>Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<p>Mount Savage will provide differentiated instruction, a variety of reading material(graphic, picture), technological devices, cultural experiences, and practice websites in order to challenge and motivate students. Students will be given choices and therefore obtain ownership over their work. This will provide opportunities to practice self-regulation.</p>

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

Reading – Proficiency Data (Elementary, Middle and High Schools)

Table 5: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	394	320	81.2	384	325	84.6	404	331	81.9
Black or African American	9	7	77.7	11	7	71.2	10	8	80
White	369	298	80.7	362	307	84.8	382	312	81.7
Special Education	35	15	42.9	31	13	41.9	40	20	50
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	178	125	70.2	162	119	77.2	165	117	70.9

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B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	341	230	67.4	384	291	75.8	404	317	78.5
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American	8	5	62.5	11	7	79.2	10	8	80
Native Hawaiian or Other Pacific Islander									
White	319	212	68.4	362	273	75.4	382	297	77.7
Two or more races									
Special Education	35	8	22.9	31	13	41.9	40	21	52.5
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	162	97	59.9	162	96	59.3	165	106	64.2

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

In a review of years-old historical data, gaps occur between total population and the special education subgroup in both reading and math. At this point, all data being used to determine these gaps is obsolete. Both PARCC and the new county-wide benchmark Engrade are in their trial timelines. Therefore, it is difficult to glean any particular area of achievement, or lack thereof, from these assessments. PARCC results from Spring 2015 won't be available until December 2015. The ability to "crunch numbers" on the Engrade system is not yet available.

Mount Savage Middle continues to use various strategies to address those students having difficulties attaining proficiency on their assessments and in the classroom. Math 180 continues to be available as a full-block class. Read 180 is being used in an abbreviated

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form during the co-curricular segment ,as well as in the after- school program. There is also remedial help available during the co-curricular segments to help students review their daily assignments.

Mount Savage Middle also continues to incorporate the Strategic Intervention Model (reading and math) into its daily instruction. Activities from SIM include using graphic organizers, sentence and paragraph writing, vocabulary enhancement, paraphrasing and summarizing, visualizing and close reading. Math instruction incorporates interactive math notebooks, word walls and bulletin boards for vocabulary, small group math remediation, vertical team meetings, differentiated instruction using tiered assignments and grouping by need, UDL and Strieby strategies, close analytical reading strategies, and use of Bloom’s taxonomy to ensure the transfer of applications to everyday living. Infusion of technology in the classrooms help to motivate all learners, as well as those in the targeted subgroups. Smartboards, laptops and desktops, tablets, audio-visual aids (recorded books, videos, Discovery Education, interactive game boards, etc) help to engage students.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students’ needs to ensure improved students achievement.

Along with PARCC, Allegany County will be using a new benchmark/assessment format, Engrade, which is modeled after PARCC. Using its own Common Core-aligned curriculum and the expertise and input of its teachers and specialists, the county created benchmarks for each unit of study which will provide data/feedback. Eventually, teachers will use results of PARCC and county-wide benchmarks to determine areas of weakness and to adjust/modify curriculum.

2. Describe your school’s process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners’ needs, and are on track to achieve identified outcomes.

Mount Savage has developed several walk-through observations to measure effectiveness of school strategies. Regular meeting are held with special ed staff, content area teachers, and specialists to look at assessment data, assessments, and classroom work to discuss student progress and measure effectiveness of student designed work. An after school PD program is being designed to address teachers professional learnign needs.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. **No funding is available at this time.**

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C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	138	93	67.4	127	87	68.5	146	109	74.7
White	130	89	68.5	118	81	68.6	136	100	73.5
Two or more races									
Special Education	7	n/a	n/a	10	2	20	14	7	50
Free/Reduced Meals (FARMS)	162	97	59.9	58	30	51.7	55	32	58.2

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. The challenges evident at Mt. Savage Middle include White, Special Education, and FARMS subgroups.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

The strategies being used to ensure progress will be using 8th grade daily warm –ups that cover all three content areas, requiring vocabulary and content packets to be completed and reviewed throughout the semester, taking all tests/benchmarks using Engrade to help students become familiar with on-line testing, ensuring that all benchmark IEP accommodations are given during instruction, and providing more differentiated instruction during inclusion. County benchmarks will be used to monitor the progress of the targeted groups. To be classified as proficient on the benchmarks, 70% of all students will need to score a 70% or better.

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VI. EARLY LEARNING N/A

VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2013 School Progress Index is .9417

This SPI places our school in Strand 4.

A. Achievement – Elementary, Middle and High The Achievement Contribution Value represents your school’s performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school’s targets.

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	75.78	84.64	68.8	
2013 Achievement AMOs	77.27	84.65	83.56	
Measure Progress Scale Values	.9807	.9998	.8234	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3269	.3333	.2745	
Achievement Contribution Value				.2804

List any content area where the Measure Progress Scale Value is less than 1. Math, Reading, Science

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- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 77.95	White 85.04	White 73.13	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Ed 43.33	Special Ed 43.33	FARMS 51.79	
This Year's Gap (complement)	65.38	58.29	78.65	
2013 Gap Reduction AMO (complement)	82.56	81.73	57.04	
Measure Progress Scale Values	.7919	.7132	1.3788	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.2640	.2377	.4596	
Gap Reduction Value				.3845

List any content area where the Measure Progress Scale Value is less than 1. Reading and Math

- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

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2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	59.19	70.54	
2013 Growth AMO	73.68	67.70	
Measure Progress Scale Values	.8033	1.0419	
Proportional Significance	50%	50%	
Measure Contribution	.4016	.5210	
Growth Contribution Value			.2769

List any content area where the Measure Progress Scale Value is less than 1. Math

VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 25: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.2	Y
Grade 6	95.3	Y
Grade 7	95.1	Y
Grade 8	95	Y

Table 26: Attendance Rate	All Students				
Subgroups – School Level Data	90%*	94%	94%	94%	94%
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	94.7	>95	94.9	95.2	95.2
Hispanic/Latino of any race					96.7

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Asian					99.1
Black or African American			94.1	95.2	96.9
White		>95	94.9	95.2	95.1
Two or more races					93.9
Special Education	93.3	>95	93.6	94.7	94.2
Free/Reduced Meals (FARMS)	93.5	93.9	93.7	94.4	94.6

ATTENDANCE

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
No challenges are being observed at this time. Attendance numbers are monitored throughout the year.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress.
Include timelines where appropriate.
No challenges are being observed at this time. Attendance numbers are monitored throughout the year.

IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:

- a. How many students were identified as habitual truants?

There were less than 10 students identified as habitually truant.

- b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

Habitual truancy is not an issue at Mount Savage Middle School. If it were an issue then students could be easily identified through daily attendance records and by the Aspen attendance alerts. The causes of truancy could be addressed in PSW meetings and reported by the school secretary after her daily calls home regarding absences. School and PPW regularly schedule meetings with parents of students with a chronic number of absences.

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X. GRADUATION AND DROPOUT RATE (4-Year Cohort) – High Schools Only N/A

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

In 2013-14, there were 13 In-School Suspensions and 26 Out of School Suspensions. During 2013-14, less than 10 referrals were for sexual harassment and 12 referrals were for bullying/harassment. In 2014-15, In-School Suspensions decreased to only less than 10 (because In-School Intervention was utilized) and Out of School Suspensions decreased to 18. In 2014-15, less than 10 referrals were for sexual harassment and 12 referrals were for bullying/harassment. The decreases in total suspensions are attributed to administration, teachers, and the guidance counselor using a proactive approach to discipline. The guidance counselor does mini-lessons on positive behavior strategies while administration meets with students who have had a history of discipline problems. Student behavior concerns are also discussed at our Pupil Service Team weekly meetings. Administrators and teachers meet regularly to discuss student behaviors during team meetings. Starting this year, students will be participating in positive behavior incentives quarterly (volleyball/basketball games, field day relay races, a during-school dance, etc.). These incentives will reward students who do not receive an office referral during the marking period and/or do not receive an office referral in the designated time frame.

XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

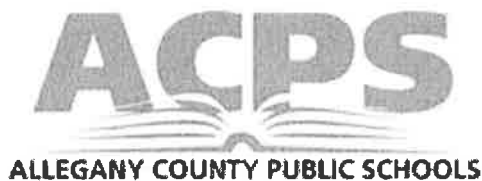
According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

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1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Mt. Savage will continue to employ strategies already in place for rewarding positive behavior. Students are recognized at quarterly awards ceremonies for outstanding academic achievement, behavior, attendance, and general improvement in all areas. The school also uses a “Student of the Month” program that recognizes outstanding classroom achievement. The school will be expanding their positive behavior recognition opportunities this year.



Student Learning Objective Details

6th Grade Math SLO

CRUMP, MARTIN

Subject	Mathematics	Initial Conference	N/A
Date Created	11/4/2015	Mid-Interval Review	N/A
Score	N/A	End Conference Date	N/A

Objective Summary Statement

Summarize the long term academic goal for students

The objective for this SLO is for 100% of the students to achieve the growth target on the second quarter sixth grade math benchmark. The second quarter benchmark is critical in that the content is a pivotal point in transitioning students from the essential mathematics taught in the elementary school to the beginnings of algebra as presented in the middle school. This information will serve as the baseline for deeper Algebra instruction in the 7th grade and the full Algebra in the 8th or 9th grade which is a required course for college readiness in Maryland. Although we are still waiting on data from last years PARCC algebra assessment, it can be reasonably assumed that we will need to make improvement on the number of students meeting or exceeding the target score.

Data Review & Baseline Evidence

Describe and explain the process and information used to create this SLO.

On the 2014 second marking period benchmark (see attached) 9% of the students were proficient on the pre-test. Although there was improvement on the post-test, there still were some gaps in the special education category.

On this years pre-test, the average score was 20% with the average number of questions correct being 6.2 out of 31. Seven students were proficient with the rest scoring basic as there were no students advanced. Questions 1,2,12,13,14, and 18 had less than 10% of the students getting the correct answer.

One out of 26 IEP/504 students was proficient on the assessment.

Student Population

Describe and explain the student group(s) selected for this SLO

100% of the selected students scoring less than 90% on this SLO who attend 85% of the available instructional days will be included in this SLO. Five students have a 504 plan, 22 students have an IEP, and there are 75 males and 62 females in this class.

Learning Content

Describe the specific content focus for this SLO

Second Quarter

The content for this SLO is listed below. The distributive property, understanding positive and negative numbers, write, interpret, and explain rational numbers are all critical algebra content. Both 6th grade math teachers are writing their SLO's around this benchmark and will be focusing on these areas.

1. Number System (continued)

1. Add and Subtract Decimals
2. Multiply and Divide Decimals
3. Common Factors and Multiples
4. Distributive Property
5. Understand Positive and Negative Numbers
6. Write, Interpret, and Explain Rational Numbers
7. Absolute Value
8. Ordered Pairs
9. Coordinate Plane

Instructional Interval

Describe the instructional period for this SLO

The instructional interval for this SLO will be the second marking period that begins on October 28th.

Target

Describe and explain the expectation for student growth for students included in this SLO

100% of the selected students whose pretest score is less than 90% on this SLO and who attend 85% of the available instructional days will meet the systemwide growth target.

Evidence of Growth

Describe what evidence will be used to determine student progress or growth. Be sure to include attainment levels (insufficient, partial, and full)

The Allegany County Benchmark 2 will be used to measure growth on this SLO with the use of a pre and post test. Students will need to meet the 50% growth target to be successful. These assessments may be found on the Engrade system. Data meetings will be held throughout the marking period with the two sixth grade math teachers who will be asked to bring assignments and student results to assess progress towards meeting the growth target. Note the attached data team guidance document from the Center for Performance Assessment that will be used for this process.

Fully Attained - 75%

Partial - 51-74%

Not attained - Less Than 50%

Leadership and Professional Development

Describe and explain leadership strategies and professional development to support attainment of SLO

We will be using the attached data meeting tool to measure progress and in instructional decisions during this SLO. This will be a trial use of this tool and its effectiveness will determine future use in the building. Professional development sessions have been conducted with staff on setting the instructional goal for the lesson, determining essential questions and identifying key vocabulary.

Target Results

To be completed by the principal prior to the End of Instructional Interval Conference

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XIV. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

Parent Advisory Committee 2015 – 2016

Name	Position
Donald Rice	PAC/Representative
Martin Crump	Principal
Charles Moran	AP
Roberta Clarke	teacher

2015-16 PARENT INVOLVEMENT PLAN

Expectations

Mt. Savage Middle School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities

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- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2014-2015.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I - Shared Decision Making <ul style="list-style-type: none"> • The parent involvement plan is developed with input from parents. 	SIT meetings	As needed	Mr. Crump
II- Building Parental Capacity <ol style="list-style-type: none"> 1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments. 	Parent Conference Days Online grade reports PARCC Updates/ Reports	September Quarterly Yearly	Mr.Crump Mr. Orndorff Mr. Cornmesser Ms. Thompson Teaching Staff

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<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>Parent Conference Days Online grade reports Team/Parent meetings</p>	<p>September Quarterly Yearly As Requested</p>	<p>Mr.Crump Mr. Orndorff Mr. Cornmesser Ms. Thompson Teaching Staff</p>
<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>Newsletter Assignment notebooks Calendar of events Online grading School messenger(phone)</p>	<p>ongoing</p>	<p>Staff members</p>
<p>4. Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>IEP meetings</p>	<p>ongoing</p>	<p>Staff members</p>
<p>III- Review the Effectiveness</p> <ul style="list-style-type: none"> • The effectiveness of the school’s parental involvement activities will be reviewed. 	<p>School Improvement Meetings TELL survey</p>	<p>ongoing</p>	<p>Mr. Crump</p>
<p>IV - Other School Level Parent</p>	<p>Book fairs</p>	<p>ongoing</p>	<p>Staff members</p>

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Involvement Initiatives Based on Joyce Epstein’s Third Type of Involvement: Volunteering	Band/Choral concerts		
	Art shows		
	Parent Conferences, Field Trip chaperones		

XV. PROFESSIONAL DEVELOPMENT PLAN N/A

XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

Due to insufficient number of responders in 2013, a TELL survey was not available . Therefore, it is impossible to complete the above chart.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

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Survey Factor (Domain)	PROFESSIONAL DEVELOPMENT
Item Number	8.1.j
Item Statement	Professional development is evaluated and results are communicated to teachers.
School %	67 % disagree
County %	39% disagree
State %	42% disagree

Strategy: To enhance the school environment and improve teaching conditions related to the PD factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1.j	online evaluations	Mr. Crump	ongoing

New Goal:

The average percent for teachers' favorable responses will increase from 33 % in 2015 to 50 % in 2017.

Section XVII. MANAGEMENT PLAN

1. **How will the plan be shared with the faculty and staff?** *SIT will share an overview of the plan during a faculty meeting with follow-ups providing updates during grade-level or vertical team planning time and after-school meetings.*
2. **How will milestone data be collected, reported to, and evaluated by the SIT?** *The school improvement specialists will collect, sort, and process data to be evaluated by the team and shared with the faculty and staff.*
3. **How will the SIP be revised based on milestone and objective assessment data?** *Based on benchmarks, results from last years PARCC assessments, and other data pertaining to student progress, certain target goals may need to be amended.*
4. **What role will each of the HSA content area teachers/departments have in implementing and monitoring the plan?** **N/A**
5. **How will the initial plan be shared with parents and community members?** *The SIP is posted on the school page of the Allegany County Public School website. Also, newsletters will inform parents and community of the plan and where they can obtain more information regarding the document.*

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- 6. How will revisions to the SIP be presented to the staff, parents, and community?** *Revisions to the SIP will be presented to the faculty at team and faculty meetings. The SIP will be placed on a shared local school drive(z-drive) so that faculty can review the plan at any time. Newsletters and the school page on the internet will apprise parents and community of any additions/revisions.*

- 7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?** *Current data as well as future data, is and will be available courtesy of the Central Office. The Central Office is helpful in that it provides input when requested that pertains to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.*

- 8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.** *During ongoing SIT meetings, faculty meetings, or through vertical- team meetings. Meetings will take place as needed.*

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Section XVIII. SIP ROSTER

Martin Crump	Principal	<i>Martin Crump</i>	Martin Crump	11/13/15
Charles Moran	Asst. Principal	<i>Charles Moran</i>	Charles Moran	11-13-15
Andrew Orndorff	Guidance Counselor	<i>Andrew Orndorff</i>	<i>[Signature]</i>	11/13/15
John Cornmesser	ELA SIS/SIT co-chair	<i>John Cornmesser</i>	JOHN E. CORNMESSE	NOV 13 2015
Tamara Thompson	Math SIS/SIT co-chair	<i>Tamara Thompson</i>	Tamara Thompson	11/13/15
Ron Hartman	Community/Afterschool	<i>Ronald Hartman</i>	Ronald Hartman	11/13/15

Principal

Martin Crump

[Signature]

Martin E. Crump